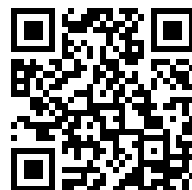

This is a reproduction of a library book that was digitized by Google as part of an ongoing effort to preserve the information in books and make it universally accessible.

GoogleTM books

<http://books.google.com>



STX

LB
2321
C89

OHIO STATE UNIVERSITY.

PRESENTED BY R.T.Crane.

The Futility of Higher Schooling

An Address to College Students

BY

R. T. CRANE

Founder and President of Crane Co., Chicago

▲▲▲▲▲▲

Additional copies of this pamphlet, also copies of an address to college students on "The Futility of Technical Schools in Connection with Mechanics and Manufacturing and Electrical and Civil Engineering" may be had on application to Crane Co., Chicago, or to any of its branch houses

CHICAGO

1911

Mr. Crane's book—"The Utility of All Kinds of Higher Schooling" (331 pages)—may be obtained from A. C. McClurg & Co., Chicago, or The Baker & Taylor Co., New York. Price, \$1.00 net

The Futility of Higher Schooling

An Address to College Students

BY

R. T. CRANE

Founder and President of Crane Co., Chicago

Additional copies of this pamphlet, also copies of an address to college students on "The Futility of Technical Schools in Connection with Mechanics and Manufacturing and Electrical and Civil Engineering" may be had on application to Crane Co., Chicago, or to any of its branch houses

Mr. Crane's book—"The Utility of All Kinds of Higher Schooling" (331 pages)—may be obtained from A. C. McClurg & Co., Chicago, or The Baker & Taylor Co., New York. Price, \$1.00 net

CHICAGO

1911

FOREWORD.

The following is an address I prepared with the expectation of reading it before a college, the president of which gave me to understand that he would permit me to do so. I furnished him a copy of it in advance and he then refused, for reasons best known to the "Higher Schooling" people.

R. T. CRANE.

“The Futility of Higher Schooling”

THE QUESTION THAT CONFRONTS PARENTS.

How to start their boys out in life aright is the one question that is giving the parents of moderate means the greatest concern. They do not know what to do with their boys. Those parents who possess great means can afford — from a monetary view, but from no other — to make useless ornaments of their sons. The poor man is never especially anxious about his boys, because he knows that they will have to work, and that if they are decent, behave themselves, and try to get along, they will come out all right. As a rule, many of them will achieve a position far in advance of that occupied by their fathers. But, as above stated, it is the sons of the men of moderate means who give their parents the greatest anxiety. This question is worthy of your consideration.

THE BANE OF COLLEGE PUBLICITY.

So much has been said and written about the presidents of the colleges, the professors, the glee clubs, the rowing teams, and the entertainments, not to mention all the silly talk about football, that unthinking people have been led to assign to colleges a value which they do not possess. We have heard the college man talk about his graduating class, his fraternity, his university club, and other silly rot, as if they were the sole end of existence. The result is that all this has had a decided effect upon many people. They imagine that a person can not amount to anything unless he belongs to this college class. This idea has discouraged many a boy who had in him the elements that go to make a success. It has led many parents to make sacrifices which they could ill afford. It has resulted in good carpenters practicing medicine, first-class blacksmiths practicing law, and excellent farmers preaching the gospel, because of the idea that any one who goes to college should not work with his hands. It has fostered a disrespect for honest, manual labor.

Because your father and mother are impressed with this idea you are here to-day. Another reason that has sent you here is that

you are their darling boy. When I was a boy there were no darlings — we were just boys, and I am glad of it. Our parents were not afraid that work would hurt us. Your father who used to get up and hoe cabbages two hours before breakfast thinks you are too good to do this; he must make something better of you. He has a pretty clear idea that he is taking a great risk in sending you here to school; he knows you are not going to receive anything here that will help you in making a living. He is in hopes that in some hit-or-miss manner he may be able to boost you up in society and yet not seriously impair your chances of making a living. Of course, he has no idea of how he is going to do it, but that is his hope. His one great ambition is to have you occupy a position higher in the social scale than he himself has been able to attain. If that ambition is to make you of more service to society, the ambition is a laudable one.

HERBERT SPENCER'S VIEW OF WHY BOYS ARE SENT TO COLLEGE.

Herbert Spencer has very forcefully stated why boys are sent to college. I quote what he has to say on this subject:

“The remark is trite that in his shop, or in his office, in managing his estate or his family, in playing his part as a director of a bank or a railway, he (the college graduate) is little aided by this knowledge he took so many years to acquire — so little that generally the greater part of it drops out of his memory.

“If we inquire what is the real motive for giving boys a classical education, we find it is simply conformity to public opinion. Men dress their children's minds as they do their bodies, in the prevailing fashion.

“A boy's drilling in Latin and Greek is insisted upon, not because of their intrinsic value, but that he may not be disgraced by being found ignorant of them — ‘that he may have the education of a gentleman’ — the badge marking a certain social position and bringing a consequent respect.

“To get above some and be revered by them, and to propitiate those who are above us, is the universal struggle in which the chief energies of life are expended. Not what knowledge is of the most real worth, is the consideration, but what will bring the most applause, honor, respect — what will most conduce to social position and influence — what will be most imposing. As throughout life, not what we are but what we shall be thought, is the question; so in education the question is not the intrinsic value of knowledge, so much as its extrinsic effect on others. And this being our dominant idea, direct utility is scarcely more regarded than by the barbarian when filing his teeth and staining his nails.

"But we that have but span-long lives must ever bear in mind our limited time for acquisition. And remembering how narrowly this time is limited, not only by the shortness of life, but also still more by the business of life, we ought to be especially solicitous to employ what time we have to the greatest advantage. Before devoting years to some subject which fashion or fancy suggests, it is surely wise to weigh with great care the worth of the results, as compared with the work or various alternative results which the same years might bring if otherwise applied."

I wish to discuss with you this question of higher schooling. Is it worth to the young man, who is going into business, what it costs in time and money? I shall take the negative side. In doing so, I realize that I am at quite a disadvantage. It is not the popular side of the question, and my position is apt to convey the idea that I am opposed to education. If I am not in favor of higher schooling, it must follow that I am in favor of ignorance, and, consequently, belong to the dark ages.

NOT OPPOSED TO EDUCATION.

Kindly dismiss this idea at the outset. No man is more in favor of a higher education than I am. The question is: What constitutes higher education? I maintain there is a vast difference between "higher schooling" and "higher education." Higher schooling as to-day conducted consists of nothing but filling the head with a lot of impractical stuff, while education consists in knowing things of real value — especially things that will enable you to make headway in the world. There is no education which compares for a moment with the education obtained in learning some honest trade or business, and in preparing to support yourself. You will find that the higher-schooling frills will be of very little value when you come to make your living.

I wish here to repeat that I am not opposed to education, but only to its useless and extravagant frills and fads. I am most decidedly a champion of that education which, first, aids a man in earning a livelihood, and so contributes to his own happiness; and second, makes of him a good citizen, and thus contributes to the happiness of others. I am in favor of an education that makes men self-supporting, self-respecting and good citizens, that makes men who know things worth while — not men who simply have a special knowledge of literature, art, languages or history.

EASY TO BE COWARDLY.

My address to you to-day will be unusual, something different from what you have been accustomed to hear. Unless a different policy prevails here than at other colleges, you have never been addressed by any one who was not or who did not pretend to be favorable to higher schooling. I might add that in taking my position, I do not choose it because it is easier or more agreeable. On the contrary, it is far easier to float with the tide than it is to breast the waves. It is much easier to be a sneak and a coward and a do-nothing than it is to stand up for a great fundamental principle, especially when one is apparently in advance of the times.

ARE YOU STARTING OUT IN LIFE RIGHT?

The question I wish you to consider is, are you starting out in life right? This is the most important question that ever arises in the life of any person. Most of the people who have made a success in life owe it largely to having started right. Of course, they had natural ability to aid them; but it may be safely said that if most of them had started differently they would not have succeeded as well. And, conversely, if a great many of the failures had begun right, it would have been greatly to their advantage. This matter of starting right has not been given the consideration it deserves. It has been largely left to chance in the past.

You are starting out with the idea that a great amount of schooling is going to help you; in fact, that it is indispensable. This question now presents itself—what light, if any, can be thrown on this important subject. Information based upon facts is what you want. Mere theories, guesses and the individual opinions of people who have given this subject no serious thought, are of little or no importance.

IS A GREAT AMOUNT OF SCHOOLING NECESSARY?—A FEW FACTS.

Now what do we know about this subject? We know that compared with fifty years ago this country has gone to the greatest extreme in all kinds of higher schooling. We know that this country was immensely successful before we went extensively into this subject of higher schooling, or at least before we could have received any results from it—if there are results to be had. We also know

that with very few exceptions the eminently successful men of this country have had a very small amount of schooling.

Many of the presidents of the United States did not receive a college education. In fact some of them had very little schooling, and one of them none at all. George Washington, Andrew Jackson, Martin Van Buren, Zachary Taylor, Millard Fillmore, Abraham Lincoln, Andrew Johnson, Grover Cleveland and William McKinley were not college graduates. These presidents without a college education averaged as high as those who had one. So you see, boys, there is no necessity for going to college to prepare for the presidency, if that is your aim. If Washington and Lincoln, with a very small amount of schooling, and Johnson, without any except what his wife gave him, could make good presidents, isn't it clear that a large amount of schooling is not necessary to qualify you for the positions you are likely to get? Further, we know that the man with a large amount of schooling who has succeeded in any business, except the professions, is the exception rather than the rule. These are fundamental facts from which there is no escape.

The college men of achievement in the past were graduating from college at a lower age than that at which most boys are entering college to-day. DeWitt Clinton, James Monroe and John Lothrop Motley graduated at seventeen. Salmon P. Chase and William Ellery Channing at eighteen; Daniel Webster, John Adams, Samuel Morse, Wendell Phillips and Franklin Pierce at nineteen. Others might be mentioned, but these suffice to show that from five to seven years longer seems to be required to get a college education now than then.

This indicates in another way the extreme to which we are going. Either the longer one generation goes to school, the longer the next will have to go, in order to master the same body of knowledge, or else the college courses of earlier days were approximately the equivalent of present high-school courses, or even less. This is probably the case, so that the college graduate of olden times was scarcely the equivalent of our modern high-school graduate. If that is so, it shows most conclusively that a college education, as to-day understood, is unnecessary, and that all that has been accomplished has been done by the non-college graduate as we understand the term college graduate.

The discussion of this matter might end right here; there is nothing to discuss. We have been successful with but little school-

ing, and notwithstanding the colleges have multiplied in numbers and run riot in courses of study calculated to prepare for business, yet to-day there is little or nothing to show that they have been successful in producing men of special business ability.

COLLEGE MEN FAILURES IN BUSINESS.

However, it may be profitable to go into this subject a little deeper. I might say, incidentally, that I became interested in higher schooling because, in my long business career and in my observation of men, it became increasingly apparent that college men were a failure in business. I finally concluded to make an investigation, the results of which I have embodied in my book — "The Utility of All Kinds of Higher Schooling."

My facts and conclusions have not been refuted on any point. Naturally, they occasioned some reckless talk on the part of the people who are getting their living out of higher schooling, but they have failed to show that my sources of information were faulty, or that my conclusions were erroneous. Men are altogether too selfish to-day to admit anything that is going to interfere with their bread and butter. These same men are not frank and honest in debating this question, as any one can see by reading my book. The writing of this book and the preparation of numerous articles on this subject have been a very great task, especially for one as active in business as I am. This should demonstrate that I am doing this wholly in the public interest.

ARE COLLEGE MEN IN DEMAND?

I asked the heads of various universities whether their students were in demand by business men. Practically all of them said that they were. I then asked them to give me the names of a few of the business men who were seeking their students; there were not more than two or three names given. That ought to be fairly conclusive evidence. Undoubtedly, many people have tried college men, but I have yet to find a single instance where they have been satisfactory.

I know of but two or three business men in the United States who favor, or who even make a pretense of favoring, college men in their business, but not one of them is honest in the matter. This fact is so overwhelmingly conclusive as to the folly of higher schooling as a preparation for business that there is nothing left for the college to stand on. The business men of the United States are as shrewd

and level-headed as any class of people, and their decision on this subject admits of no doubt. Even if it could be questioned it would avail you nothing, because you must go to them for employment. Therefore, the only adverse criticism of my position on this question comes from men who are getting their living out of higher schooling.

In this connection I might mention a letter from a prominent Chicago business man, and referred to in my book, who, in his anxiety to say something good about the colleges, claimed that college men were a success in business. I have since had a letter from this same man who now makes the statement that he has tried fifty college men and that not a single one proved a success.

A COLLEGE GRADUATE IN SEARCH OF A POSITION.

Here is the actual experience of a college man seeking a position. He is a man of exceptional appearance and address, and voluntarily wrote the following letter, which I quote:

“I think that my experience may be taken as a pretty fair test of the value of a college education in ‘hustling for a job.’ Summarized, it stood thus: I answered 450 ‘ads.’ of all kinds, taking every precaution to make my replies as businesslike and convincing as possible; sent out over seventy typewritten applications to picked addresses; and made innumerable applications in person. In almost every case I was met by the same fatal question — what do you know about our business? In Chicago, at any rate, the employer makes it the first condition of engagement that you shall know about his business; if you lack that qualification he cares not how fine your personal qualities may be, how excellent your mental capacity and how faithful your zeal. He will not even give you a chance to show what you can do.

“Does some one say the reason why the college man can not find a business position is because he is too proud to begin at the bottom and work his way up? There again appears the ignorance of those who theorize about which they never tried. In this city, at least, employers of business help will not take a man who is nearly twenty-five years of age as a beginner without business experience. They want young fellows in their teens, and so specify in their ‘ads.’; of course, they can get plenty of them. They are cheaper, will last longer and are more easily reduced to mere cogs in the business machine. A college man knows too many other things.

“As a last resort I even applied to Mr. A. C. Bartlett. In my innocence I imagined that the friend and advocate of the college graduate in business might consider my exceptional character, references and general capacity to be so much of an offset to my ignorance of hardware quotations that he might be willing to utilize my ability and reliability in some corner of his large business. He

assured me politely but positively that he could not use a man in his business who did not know it from the bottom up."

Mr. Bartlett is one of the business men who pretends to favor college men for business, and to whom I have already referred. Now, this is just the experience you boys will meet with when you get through with your schooling and look for a position. You may as well understand it. Here is your case. No one wants you or will give you a position because you have spent your time in college when you should have been mastering the details of some good business. What the business world wants is a man with seven ideas, not a man with one idea, which he can express in seven languages — four of which are dead and the other three not in use.

Yet in spite of these facts the higher-schooling people continue to misrepresent the facts and make recklessly extravagant statements which, if not directly intended to deceive, have that very result. The prize in this line certainly belongs to the secretary to one of the leading college presidents, who was recently quoted as saying, after repeating the usual clap-trap that college boys are in demand and receive good positions on leaving college:

"A young man ought not to be afraid to go into debt to the extent of two or three thousand dollars to obtain a college education. He will find that it is worth while. He has the advantage over the non-college man when he comes out, and a handicap of debt is not a hard thing to overcome when he has the training and ability to make money."

Such a debt would burden the young man for the balance of his life. I do not recall having seen a statement which, if acted upon, would have a more pernicious effect than this.

We hear considerable about college courses which are admitted to have no practical value, but which are supposed to furnish mental discipline or culture. To me it has always seemed that there were plenty of things of practical value and which would also furnish this wonderful mental discipline or culture. This is merely one more point of difference between the higher schooling people and myself. Let us examine this. If higher schooling has no value as a training for business, has it any general value? I shall summon as adverse witnesses some experts on higher schooling.

WILSON CRITICISES FOLLY OF COLLEGES.

President Woodrow Wilson, of Princeton, criticises the folly of colleges as follows:

“A man who takes a course of four years of social life at some university has thrown away four years of that natural power to work which descended to him from his great progenitor, Adam.”

Another criticism by a college man comes from Dr. Chas. W. Eliot, ex-president of Harvard, after he had spent a lifetime in this higher schooling work. He assures us that there is no occasion to go to college to get an education; but states that by reading fifteen minutes every day from a well-selected set of books, a person can secure a liberal education.

DO THE COLLEGES PRODUCE MEN OF CHARACTER?

If, as I have shown, higher schooling has no value as a training for business, and no general value as the opinions quoted seem to indicate, then what value has it? I found in my investigation that when the colleges failed to make a showing in producing business men, they took refuge in the claim that they were making men of character. They appeared to take the ground that if their higher schooling was not a success, it was producing men whose superior character would compensate for all its cost. I concluded to investigate this plea.

It would seem that with all the men graduated by the colleges in all these years, this fact should be self-evident. College men should be conspicuous because of their high character. If this were true they would certainly be in some demand for business. Let us look into this matter. A good way to judge what kind of men the college is turning out is to go right to the college and see what the surroundings are, what the college is doing for the boys in order to make better men of them, to make them men of character, and judge from these what the probabilities are that the boys will develop into men noted for their high character.

A lengthy discussion will not be necessary to convince any intelligent person that the surroundings at many of the large colleges are more likely to degrade than they are to build up character. Consider the boy. He leaves home where he is surrounded by uplifting influences, all tending to make him a man of character. His family — father, mother, sister and brother, whoever they may be — are using their influence in that direction. When the boy is sent to college he is thrown on his own resources, and if he is an exceptionally manly fellow he may come out all right.

Now what are the surroundings at the colleges? The colleges, as

I understand it, make no effort to protect the boy. They virtually say to him: "Here you are a man; it is time you stood up and looked after yourself. If you are weak and reckless you will go to the dogs, and if you are strong and manly you may win out. We can not concern ourselves with this matter, it is for you to decide." But most young fellows have a tendency to be wild when they are thrown with a lot of other wild boys without any restraint whatever. One can easily imagine what the result will be.

In order to ascertain something definite regarding the surroundings at Harvard College, I engaged a detective there to investigate thoroughly the conditions, to follow the boys in their visits to Boston and elsewhere. His report was really too disgusting to print. The conditions at New Haven are about the same. Of course, this does not follow in every case. Undoubtedly there is a clean, decent atmosphere around some of the colleges, particularly the smaller colleges, such as you have here. So this question does not have a bearing on your particular school, but applies to the great mass of the larger colleges.

At the Berlin Conference on Secondary Education, held in 1890, Doctor Virchow observed:

"I regret that I can not bear my testimony to our having made progress in forming the character of pupils in our school. When I look back over the forty years during which I have been professor and examiner — a period during which I have been brought in contact not only with physicians and scientific investigators, but also with many other types of men — I can not say that I have the impression that we have made material advances in training up men with strength of character; on the contrary, I fear we are on the downward path. The number of 'characters' becomes smaller. And this is connected with the shrinkage in private and individual work during a lad's school life.

"For it is only by means of independent work that the pupil learns to hold his own against external difficulties, and to find in his own strength, in his own nature, in his own being, the means of resisting such difficulties and of prevailing over them."

If further evidence of the almost universal demoralization of college men is necessary, I will add that Mr. E. C. Mercer, who is special secretary of the Association of Colleges of North America, is following up this matter for the association, which shows that it has taken upon itself the work of reforming college men. He is its special agent and is visiting the colleges and delivering a lecture, entitled "College Men I Have Met in the Slums and Prisons

of New York." In its literature mention is made of fifty-eight colleges and universities at which he has delivered lectures. This is accompanied by a lot of certificates from the heads of these institutions, certifying to the good work that he is doing, which is practically an admission of the general demoralization which exists among the students and makes such work necessary. If further proof be necessary, let me quote from a letter received from Mr. Mercer, in which he says:

"I did say, and have written proof to back me up, that I had met personally and have heard from the most reliable authorities of some twelve hundred college-bred men in the slums, prisons, jails and sanitariums, who were down and out through fast living. I have the pictures of about fifty of these college-bred men who have wound up in slums and prisons; also have the letters from about fifty others asking me for help, and while I did slum and prison work in New York city I came in personal contact with scores of these college-bred men down and out. In one gospel tent on West street, New York city, last summer, sixteen college-bred men down and out applied for help. The noted bread line of our city is constantly having college-bred men in it."

The colleges have not only spoiled all of these men for business, but college life, in many cases, has destroyed their moral characters. Thus, the colleges, instead of being the grand institutions they profess to be, are, oftentimes, moral plague spots.

While my remarks so far have applied to the general college course, or the college of letters and science, yet my investigation of the technical schools has forced the same conclusions upon me; their courses are not worth what they cost in time and money, and a bright ambitious boy is more injured than aided by them, so far as achieving success is concerned.

WHY RICH MEN SEND THEIR SONS TO COLLEGE.

Doubtless some of you boys ask why, if the colleges are so utterly useless, do rich men send their boys there. I'll explain. The college is now looked upon as the backbone of the aristocracy of this country. Many people send their sons to college with no idea that they will derive any benefit in the way of education or morals. They think that the colleges of this country are what the nobility is to England, so send their boys there simply that they may get into the aristocratic class. Unfortunately, the fact that rich men do send their sons to college is used to bolster up college pretensions.

If men of ability send their sons to college, is not that proof of the value of higher schooling? say the professors.

WHY MEN GIVE TO COLLEGES.

Another humbug is that because men give money to colleges they must consider them legitimate and worthy enterprises. Don't be misled. While some honest men do this, they are not what you would call practical men, men who first study and investigate and then invest. Most of them do it to get a standing in society — merely buying their patent of nobility. To aggrandize themselves they are willing to demoralize you. They do not care how much damage they do to you. A lot of men in this country think that they can buy a standing in this way.

Andrew Carnegie is a shining example. Some years ago he gave \$12,000,000 to found a technical school, and he has recently announced that he has rearranged his charitable work and that henceforth he proposes to provide means for encouraging college education. This would seem to indicate that he was in his dotage or that he was making another bid for notoriety. Carnegie roundly condemned college education in his book — “The Empire of Business” — saying, among other things, “the total absence of the graduate from high position in the business world seems to justify the conclusion that college education as it exists seems almost fatal to success in that domain. . . . It is the poor clerk and the working mechanic who finally rule in every branch of affairs, without capital, without family influence, and without college education. . . . College graduates will usually be found under salaries, trusted subordinates.” It is probably another play to the galleries, prompted by an inordinate desire to hear the plaudits of the crowd, to win the encomiums of the college education enthusiasts, and to bask in the smiles of the college aristocracy.

As a matter of fact, Mr. Carnegie's chief idea in establishing his schools was to immortalize the name of “Carnegie,” and, in order thus to perpetuate his name, he calls upon thousands of the youths of this country to sacrifice eight of the best years of their lives and considerable money in acquiring an education which, even when he established his schools, Mr. Carnegie himself roundly and deliberately condemned.

MERE THEORISTS.

There is still another class who are humbugging you and your parents in this matter. Ex-presidents, foreign ambassadors, editors, ministers and business men urge the claims of higher schooling. They have had no experience with college men in business and it is ridiculous for them to assume to know what they are talking about.

Then there are the cowardly business men, who are afraid they will be ostracized from society if they say a word against higher schooling, some of whom will even lie outright on this subject, while others are evasive and non-committal. You can see from their letters printed in my book that they are not frank and honest, but that they are afraid to say their souls are their own, and hence answered my questions with silly non-committal trash. Thus you will see that you are besieged on all sides by people who seem determined to humbug you in this matter of higher schooling.

MY ADVICE.

My advice to you boys is, stop where you are, hustle for a job; make good. The men who have succeeded are the men who began their life-work early. I admire these parcel boys on their bicycles, alert, energetic and attentive to business. They are the kind of boys that every business man has his eyes open for, and if they have brains combined with energy and loyalty they are sure to get along. Of course, if these boys have nothing in them they will fall into the position where they naturally belong and will become mere cogs in the wheel of industry. Higher schooling is not going to make them any better.

COLLEGES AFRAID OF CRITICISM.

That the college professors recognize the truth of the facts here presented, is shown by the fact that not one of the colleges has asked me to address its students on the subject. Why is this? Do they fear the light? Are they afraid that their students might approve of my logic and follow my advice?

Every professor thinks he is entitled to express any views that he sees fit, or to invite any person to address his classes. If he is criticized, he cries out that his academic freedom is being abridged. He declares that all should be heard, that the truth may be known. This seemingly applies to every one except the one who doesn't favor higher schooling. The socialist, the anarchist, the free-love

advocate, have all been invited and permitted to address the students at some of our universities and colleges.

If they are so sure of their position why not allow me to present my side of the question that the students may have the truth from all angles? Fifty-six years in business, an employer of several thousand men, and an investigation covering several years should qualify me to give some information that might be worth while to boys who intend starting in business.

The whole action of the college crowd indicates that they are fearful of the result on their school. None of the higher schooling men have invited me to address their meetings to present the value of their work as I see it. Their plan seems to be to ignore or repress any known unfavorable criticism. Is this the policy of wise, honest and truthful men, men who claim to have the public welfare in mind, or is it the tactics of those who wish to continue a gigantic humbug and defraud the public?

Very few of these, so far as I know, have honestly and thoroughly read my book, or have given it any consideration in connection with their work. As conclusive evidence of the utter want of principle in these men, I will state that a number of college men were asked if they had anything to say about my book when it first was published. Many of them answered to the effect that the book was utterly unworthy of consideration, and condemned it by saying all sorts of disagreeable things about the book and myself. Still not one of them had read the book, as they admitted at the same time, which proved absolutely their utter lack of principle, as well as common sense.

COLLEGE AUTHORITIES SHARP-PRACTICE MEN.

As you grow older you will discover that there are many varieties of sharp-practice men, and each of which has its own way of bleeding and defrauding the people in order to make their money, that is, to steal your money. The man who picks your pocket, the man who robs you, the burglar who enters your house, or the trusts that are mulcting you on every side are all decidedly vicious, but they are insignificant thieves compared with the man who induces you to spend your money and eight of the best years of your life in acquiring something that will be of no value to you. You can overcome the loss of the money, but you cannot afford to be robbed of the years which should be employed in laying the foundation of

your future career and in fitting yourself to support yourself and family.

THE OBJECT OF THIS ADDRESS.

I am writing this, not particularly to attack higher schooling, but to wake up the boy who thinks he must spend his money to get it, and to encourage the boy who has been unable to avail himself of it. I want to encourage them to go ahead, learn their trade, read good books, cultivate good habits, secure in the thought that these, not higher schooling, are the royal road to success. I want them to understand that it is the man who knows the business from the ground up that is in demand, not the college graduate. I want to impress upon them that the eight years of high school and college training are a waste of time and money, so far as business is concerned. Instead of being discouraged because they can not have it, I want them to congratulate themselves.

PAT. MAR. 4 1902,
R. P. WINCKLER, CIN. O

The Ohio State University



3 2435 00294 3223

LB2321C89 001
PAMPHLETS ON EDUCATION

THE OHIO STATE UNIVERSITY BOOK DEPOSITORY



| D | AISLE | SECT | SHLF | SIDE | POS | ITEM | C |
|---|-------|------|------|------|-----|------|---|
| 8 | 04 | 26 | 19 | 7 | 13 | 002 | 4 |